

MANUAL OF INSTRUCTIONS

for

STATE APPROVAL

of

IDAHO

SCHOOL PERSONNEL PREPARATION PROGRAMS

PROFESSIONAL STANDARDS COMMISSION

IDAHO STATE DEPARTMENT OF EDUCATION

IDAHO STATE BOARD OF EDUCATION

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SECTION I: AUTHORITY TO APPROVE SCHOOL PERSONNEL PREPARATION PROGRAMS

A. Authority to Conduct Reviews of Idaho School Personnel Preparation Programs

1. Authority to conduct reviews of Idaho school personnel preparation programs is given to the Professional Standards Commission. The commission is charged with recommending program approval or disapproval to the State Board of Education, with final approval authority resting with the State Board of Education (Idaho Code § 33-114, Idaho Code §33-1258 and IDAPA 80.02.02.100.01).
2. The official vehicle for the approval of existing school personnel preparation programs will be the current edition of the Idaho Standards for the Initial Certification of Professional School Personnel. The effective date for approval of school personnel preparation programs, utilizing these standards, was July 1, 2001. This Manual of Instructions for State Approval of Idaho School Personnel Preparation Programs will be used as an approved process for conducting program reviews.

B. Idaho Standards for Initial Certification of Professional School Personnel

1. The standards, as approved by the Idaho State Board of Education, are for use by Idaho institutions in preparing self-study reports for approval of school personnel preparation programs and in recommending candidates for initial certification.

The standards are designed to facilitate Idaho institutions in reviewing, developing, and applying standards for approval of programs for the preparation of educators.

SECTION II: INSTRUCTIONS TO INSTITUTIONS OF HIGHER EDUCATION

A. General Procedures for School Personnel Preparation Program Approval

1. The institution makes application to the administrator of the Idaho Professional Standards Commission approximately one year prior to the expiration of the current approval. Concurrent to this application, NCATE-accredited institutions make application for continuing accreditation to the National Council for Accreditation of Teacher Education.
2. The review of programs will be conducted using the current Idaho Standards for the Initial Certification of Professional School Personnel. In considering programs for which no standards currently exist, the institution will collaborate with the Professional Standards Commission in determining the appropriate information to be provided.

3. Six months prior to the on-site visit, the chair of the Professional Standards Commission, in consultation with the head of the school personnel preparation program and the administrator of the Professional Standards Commission, will appoint the chair of the visitation team.
4. Three months prior to the on-site visit, the chair of the Professional Standards Commission, in consultation with the head of the school personnel preparation program, the administrator of the Professional Standards Commission, and the visitation team chair, will appoint the remaining members of the visitation team. All team members will be selected from a pool of trained evaluators.
5. The institutional self-study report, along with the NCATE report, will be made available to the team members one month prior to the scheduled on-site visit.
6. The Professional Standards Commission administrator will coordinate with the NCATE chair to make a pre-visit to the campus to discuss arrangements, requirements, and schedules for the on-site visit.
7. The chair of the state visitation team is responsible for compiling the program approval report. Team members are responsible for determining the status of each program and supplying a recommendation and supporting evidence to the team chair prior to the end of the visit.
8. The team report will recommend programs as **Approved, Not Approved, or Conditionally Approved**. Programs that are not approved or conditionally approved will include a list of deficiencies and a date for a subsequent, focus visit. The focus visit must be completed within two years of the visit. When new programs are developed and a focus review is completed, the program may be approved conditionally. In the event that there are no program graduates at the end of five years, the program will not be approved.
9. The chair of the state visitation team will provide a copy of the report to the institution. The institution will have 30 days to develop a written rejoinder to the report and to submit the rejoinder to the Professional Standards Commission. The rejoinder will address perceived omissions and errors in the report.
10. The Standards Committee of the Professional Standards Commission will review the institutional report and the written rejoinder. The Standards Committee will make recommendations to the Professional Standards Commission regarding individual program approvals. The Professional Standards Commission will consider the recommendations of the Standards Committee and develop a recommendation to the Idaho State Board of Education for program approvals.

11. The Professional Standards Commission will hold a meeting within two months of the on-site visit to consider the information contained in the report and the rejoinder. The chair of the state visitation team will be present for this meeting and may be asked to respond to questions from members of the Commission. An institutional representative will also be present at the meeting and may be asked to respond to questions from the Commission.
12. After reviewing the team report and the rejoinder, the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action.
13. The State Board of Education will determine the final approval of programs leading to school personnel certification. The effective date for approval will be July 1 following the State Board approval.
14. In the case of programs not approved, students currently enrolled in the institution's program of study will be eligible for certification in Idaho within two years upon successful completion of the program. All others enrolled in programs denied approval will be informed of the State Board of Education decisions by the institution. A copy of the institution's notification letter, with a list of candidates who were sent the letter, will be provided to the Professional Standards Commission.
15. Any appeal of program denial by the State Board will be filed with the State Board of Education.
16. In the case of an appeal, the State Board will instruct the Professional Standards Commission to appoint an appeal team to review the program being appealed. The appeal team will conduct an independent review of the documentation and of the program and make a recommendation to the Professional Standards Commission, which will forward the recommendation to the State Board.

B. Specific Procedures for Program Approval

1. Advance Notification to Institution for Program Approval
 - a. The Professional Standards Commission administrator will communicate by letter with the unit head at least one year in advance of the scheduled on-site visit. The following information should be considered in the initial communication:
 - (1) Review to be conducted in accordance with procedures described in the Manual of Instructions
 - (2) Guidelines for the institutional report
 - (3) Specific documentation to be provided in the institutional report

- (4) Time lines and general provisions for the composition of the on-site visitation team
 - (5) Statement of criteria which require program approval if candidates are to be recommended for certification
- 2. The institution will identify which programs are to be evaluated using the language contained in the Idaho Standards for Initial Certification of Professional School Personnel. Further, the institution will indicate the specific certificates and endorsements for which it is intended the program qualify a student. **Only majors will be evaluated.**
- 3. The Professional Standards Commission administrator confirms with the institution the standards to be applied in the approval process.
 - a. The current Idaho Standards for Initial Certification of Professional School Personnel will be used.
 - b. Programs that have received approval from a recognized accreditation process (approved by Department of Education and CHEA [e.g., CACREP ASHA]) will be approved without a state review.
 - CHEA (Council for Higher Education Accreditation)
 - CACREP (Council for Accreditation of Counseling and Related Educational Programs)
 - ASHA (American Speech/Language Hearing Association)
 - c. The Professional Standards Commission administrator will negotiate with the unit head the standards that will be applied if no standards currently exist for a program.
- 4. The Professional Standards Commission, in collaboration with NCATE and the institution, will establish the dates for the on-site visitation.
- 5. The chair of the Professional Standards Commission, in consultation with the unit head and the Professional Standards Commission administrator, will appoint a chairperson for the on-site visit.
- 6. The chair of the Professional Standards Commission, in consultation with the team chairperson, the unit head, and the Professional Standards Commission administrator, will appoint the team members for the on-site visit.
 - a. Team members will be selected from a pool of trained evaluators.
 - b. The size of the team will be dependent upon the complexity of the unit to be evaluated. Typically, teams will consist of five to eight members.
- 7. The team chairperson, the NCATE Board of Examiners chair, and the Professional Standards Commission administrator will make a pre-visit to the

campus to plan for the on-site visitation. The pre-visit will provide guidance for the following activities during the visit:

- a. Development of a tentative schedule for the visit
- b. Identification of faculty, staff, students, former students, and school partners to be interviewed during the on-site visit
- c. Identification of work space, technology, transportation needs, and other general requirements for the on-site visit
- d. Provision for access to documents to verify the institutional report
- e. Identification of unique features of institution/programs that need to be considered by the visiting team and/or the Professional Standards Commission (i.e., pilot programs, off-campus centers)
- f. Notification of approval schedule

8. Documentation Required of the Institution

- a. The institution will indicate to the Professional Standards Commission, on the program evaluation grid, the programs requested for approval. The programs will be identified by the areas outlined in Idaho Standards for Initial Certification of Professional School Personnel. This will enable clear understanding of the programs to be considered for approval.
- b. The institution will complete a self-study report in the following format:
 - (1) Copy of the grid of programs requested for approval will be in the introduction.
 - (2) The self-study report will be included as a supplement to the NCATE Institutional Report.
 - (3) The self-study report will submit evidence relative to candidates meeting the core standards for initial certification, the enhancement standards for initial certification, and the standards for the pupil personnel programs independent of core standards.
 - (4) The institution will include a summary of assessment evidence supporting the claims purported by the institution.
 - (5) The report may be completed electronically (either web-based or other form of media) or in a paper-based method. In either case, the institution is responsible for providing easy accessibility by the team members.
 - (6) Each standard addressed will be stated in its entirety and will be differentiated from the narrative by italics, underlining, or bold type.
 - (7) The institutional report will be limited to 50 pages. Non-NCATE institutions have up to 100 additional pages to address the six NCATE standards.

9. Prior to the Visit

- a. The institution is responsible for preparing and disseminating the self-study report within 60 days prior to the on-site visit.
- b. The Professional Standards Commission is responsible for selecting a team chair and members from a pool of qualified and trained assessors.

The team will typically be composed of five to eight members from the following groups.

- (1) Team chair – selected by the chair of the Professional Standards Commission
 - (2) Assistant chair – member of the Standards Committee of the Professional Standards Commission
 - (3) Public school teachers, administrators, and school board members
 - (4) Business and community representatives
 - (5) Higher education faculty or administrators
 - (6) Others from the above groups, depending upon the nature of the institutional review
- c. The team chair, the Professional Standards Commission administrator and the NCATE Board of Examiners chair will make a pre-visit to the campus to make appropriate arrangements for the on-site visit.

SECTION III. ON-SITE VISIT PROCEDURES

A. On-Site Visit

1. The team members will familiarize themselves with the institutional report, the Idaho Standards for Initial Certification of Professional School Personnel, and the rubrics used for program assessment.
2. Team members will review the college/university catalog and other information provided by the unit.
3. Team members will use the evaluation criteria and sources of evidence in the review programs and judge whether the programs meet the standards.
4. Other specific guidelines for the role of the team members in the on-site visit are included in Section V: Standards-Based State Program Approval Rubric for School Personnel Preparation Approval.
5. The visitation team will vote on each program area as:
 - a. Approved

- b. Not Approved
 - c. Conditional Approval – with specific requirements for gaining approval.
6. The core standards, the enhancement standards, and the standards for programs independent of the core standards will be the basis for the assessment by the evaluation team. The standards will be the sole criteria for evaluating the program. Any recommendation will specifically address the standards.
 7. The team members will submit written reports to the team chair at the conclusion of the on-site visit.

B. Post-Visit

1. The team chair will develop a final report including all of the individual reports and submit a copy of the report to the unit head for correction of factual errors only within 15 working days of the visit.
2. The team chair will submit the final report to the Professional Standards Commission within one month of the visit.
3. The unit head will submit a rejoinder for consideration by the Professional Standards Commission within one month of receipt of the final team report. The rejoinder will include points overlooked by the evaluation team or clarification of issues of concern in the report.
4. The Professional Standards Commission will consider the report and the rejoinder and will vote regarding a recommendation for approval to be submitted to the State Board of Education.
5. The State Board of Education makes the final decision and notifies the institution of the official action, including weaknesses for which the unit will file an annual report indicating the specific steps to correct the weaknesses.
6. Institutions will file the annual report with the Professional Standards Commission regarding progress toward meeting standards and changes occurring between on-site visits.

SECTION IV: GUIDELINES FOR EVALUATING TEAM MEMBERS

- A. Evaluation team members validate the self-study completed by the institution.
- B. Team members will consider the evidence presented by the institution relative to the standards. The standards will be the only lens through which the program is evaluated. Team member bias and personal preferences will not influence the review of the institution.

- C. The role of a team member is to determine if the institution is doing what it says it is doing. Statements a team member makes regarding the institutional program must be substantiated with specific facts.
- D. Keep on task.
 - 1. Evaluation team members need to keep on task throughout the visit. Class visitations, school visitations, interviews, and document reviews all need to relate to the task of validating the self-study.
- E. Problems and concerns that are discovered.
 - 1. If a team member discovers an area of concern, the concern will be discussed with the team chair, and not with the unit head or faculty members. If the team concludes that a problem exists, the team chair will discuss it with the unit head.
 - 2. Keep all information gathered confidential and within the team.
- F. Team members need to use the rubric to determine if a standard is unacceptable, acceptable, or target. Each standard should be assessed using the rubrics.
- G. Make a plan based on Idaho approval standards. Team members collectively:
 - 1. Determine the documentation they wish to review and locate it.
 - 2. Determine who is to be interviewed and locate offices.
 - 3. Develop a timetable for teamwork. Let the team chair know tentative schedule.
 - 4. Get help from others on the team. Sharing information is an effective means of conducting the assessment.
- H. Focus on the standards and substantiate the evidence.
- I. Collect information.
 - 1. Read the self-study in advance of the visit and make tentative judgments.
 - 2. Identify information needed during the visit.
 - 3. During the orientation, check the list of exhibits to identify those relevant to assignment.
 - 4. Compare self-study to evidence provided in the exhibits.
- J. Interview students, student teachers, cooperating teachers, graduates, faculty, and others.

- K. Check other information contained in the exhibits to confirm information.
- L. Each team member is responsible for writing the assigned report on-site and delivering it to the team chair before leaving the institution. Individual reports will be edited by the team chair to ensure uniformity across all standards.

SECTION V: STANDARDS-BASED STATE PROGRAM APPROVAL

RUBRIC FOR SCHOOL PERSONNEL PREPARATION APPROVAL

- A. The Idaho Standards for Initial Certification of Professional School Personnel provides the framework for the approval of school personnel preparation programs and the certification of Idaho school personnel. As such, the standards/principles set the criteria by which school personnel preparation programs are reviewed for state program approval. The standards delineate the performances that must be demonstrated by individuals seeking state certification.
- B. The rubrics present a model for evaluating the extent to which school personnel preparation programs assess candidate performance relative to the standards used to prepare educators. The rubric is designed to be utilized with each individual preparation program (i.e., elementary special education, secondary English, secondary science–biology, school counselors, etc.).
- C. Consistent with NCATE accreditation standards, the rubric describes three levels of performance (unacceptable, acceptable, target) for each of the Idaho Standards for Initial Certification. Performance indicators provide the lens through which the state program approval team judges the institution's evidence that candidates meet the Idaho standards.
- D. In addition, the institution is expected to provide information about program course work, clinical experiences, and assessments. Documentation includes evidence relative to the six NCATE standards.

Candidate Performance Relative to the Idaho Standards

- A. Candidates know and demonstrate the performances delineated in the Idaho Standards for Initial Certification. Program assessments by the unit ensure that candidates meet the Idaho standards.
- B. Candidates for certification are expected to meet Idaho standards as explicated in the ten standards/principles and the principles for other school personnel, and institutions are responsible for assessing candidate knowledge and ability to use that knowledge effectively in guiding the learning of students. Program approval teams assess the adequacy of the evidence collected and used by institutions to

reach decisions about whether to recommend candidates for certification. To assist team members, a rubric is provided for each principle. The rubrics describe the kinds of evidence that support team member ratings of Unacceptable, Acceptable, and Target.

- C. A rating of Unacceptable means that the institutional evidence is not sufficiently comprehensive to make the necessary distinction with confidence.
- D. The middle category on the scale, Acceptable, is required of institutions. At this level, institutional evidence is judged to be sufficient to enable institutions to distinguish between the candidates who have knowledge and skill at a level expected of a beginning teacher from candidates who have not reached that level.
- E. Target is the level of evidence that all institutions should seek. This rating reflects evidence that the institution has a mature system of assessing candidate knowledge and skills and that triangulation of data sources and psychometric methods have confirmed the credibility of the decisions about candidate progress. This level also requires institutions to demonstrate the use of assessment results in guiding student instruction, in program review and improvement in evaluating and improving the assessment system itself.
- F. The Rubrics for State Program Approval are available in a separate document and will be provided to each institution and to each team member.

SECTION VI: THE WRITTEN EVALUATION

- A. Forms for the team report document, and a summary page, will be used for the written evaluation. These materials will be provided to each team member on disk at the time of the visit.
- B. The final written evaluation report will be compiled by the team chair. The chair will not make substantive changes in the reports submitted by team members.
- C. The general organization of the report will be in accordance with the model provided in this document.
 - 1. Each program standard will be entered and will be described as unacceptable, acceptable, or target.
 - 2. There will be a succinct description of the information considered and the observations made which warrant the conclusion for each standard.
 - 3. Areas for improvement will be entered at the end of the report as a separate topic. Recommendations can only be made relative to specific standards.

4. Commendations may be made if the institution substantially exceeds the standards and receives ratings of target.
5. The final recommendation will be approved, not approved, or approved with conditions. A conditional approval requires specific remedial action to be taken by the institution.

IDAHO CORE TEACHER STANDARDS PROGRAM EVALUATION GRID

Directions for the Institution: Mark the programs to be evaluated. This form will be submitted to the Professional Standards Commission two months prior to the on-site visit.

Teacher Certification

Programs	To be evaluated
Bilingual Education	
Communication Arts: Journalism	
Communication Arts: Speech and Debate	
Driver Education	
Early Childhood/Blended	
Elementary Education	
Foreign Language	
Library Science	
Math	
Physical Education	
Professional-Technical Education: Agricultural Science & Technology	
Professional-Technical Education: Business Technology	
Professional-Technical Education: Family and Consumer Sciences	
Professional-Technical Education: Marketing	
Professional-Technical Education: Technology Education	
Science: Biology	
Science: Chemistry	
Science: Earth/Space Science	
Science: Natural Science	
Science: Physical Science	
Science: Physics	
Social Studies	
Social Studies: Economics	
Social Studies: Geography	
Social Studies: Government/Civics	
Social Studies: U.S. History	
Special Education: Generalist	

Special Education: Specialist	
Special Education: Blind and Visually Impaired	
Special Education: Deaf and Hard of Hearing	
Visual and Performing Arts: Drama	
Visual and Performing Arts: Music	
Visual and Performing Arts: Visual Arts	
Other Endorsement Area:	
Other Endorsement Area:	
Other Endorsement Area:	
Other Endorsement Area:	

**CERTIFICATION STANDARDS INDEPENDENT
OF CORE TEACHING STANDARDS**

Programs	To be evaluated
School Administrators	
School Administrators: School Superintendents	
School Administrators: Special Education Directors	
School Counselors	
School Nurses	
School Psychologists	
School Social Workers	